I. Course Description:

This course provides an introduction to human diversity and its impact on student affairs practices. Some aspects of diversity to be addressed include culture, ethnicity, lifestyle, socioeconomic status, religion, age, gender, appearance and abilities. In addition, identity development models and the effects of privilege, oppression and acculturation on individuals and groups will be explored.

Course Credit Hour and Justification:
This is a three-credit hour course and a course requirement for the Master of Arts in Student Affairs and Higher Education. The Online/Livestream course will utilize various teaching methods, including lectures, class discussions, readings, online assignments, self-directed and external activities, and written assignments. Students are expected to be prepared for discussion by completing the reading assignments. Mastery of objectives will be demonstrated through participation in discussions, completion of writing assignments, and engagement in various research activities and/or projects.

II. Intended Learning Outcomes/Goals/Objectives

Program Learning Outcomes (PLOs):
Based upon Student Learning Domains from ACPA/NASPA

1. Understanding of Self and Navigating of Systems of Power: The student will gain:
   - Knowledge of power and privilege concepts in relation to identities, intersectionality, and equity. Ability to operationalize methods to respond to social dynamics equitably.
   - Dispositions that offer flexibility in the practice that accounts for differences and advocate for a more equitable approach.

2. Critical Assessment and Self-Directed Learning: The student will gain:
Knowledge of conducting a critical assessment of the micro and macro contributors to institutional inequities.
Ability to practice continual self-reflection and consistently seek out opportunities for continued self-learning.
Dispositions that foster a culture of reflection and include the perspective of marginalized groups.

3. **Engaging in Socially Just Practice**: The student will gain:
   Knowledge of behaviors and practices that promote inclusion.
   Ability to incorporate knowledge of inequities, social justice frameworks and social trends through daily interactions.
   Dispositions to dismantle bias, engage in consciousness-raising and lead by example in a way that allows for learning and progress.

4. **Organizational Systemic Advocacy**: The student will gain:
   Knowledge of institutional inequities and strategies to create a more inclusive and equitable workplace.
   Ability to build an active network of campus stakeholders engaged in intentional commitment to facilitating change.
   Dispositions toward institutional and personal accountability while empowering others to do the same.

**Student Learning Outcomes (SLOs):**

1. Ability to articulate one's identities and intersectionality.
2. Ability to identify systems of socialization that influence one's multiple identities and sociopolitical perspectives and how they impact one's lived experiences.
3. Ability to articulate a foundational understanding of social justice and inclusion within the context of higher education.
4. Ability to utilize critical reflection to identify one's prejudices and biases.
5. Ability to evaluate one's participation in systems of oppression, privilege, and power without shaming others.
6. Ability to integrate the knowledge of social justice, inclusion, oppression, privilege, and power into one's practice.
7. Ability to connect and build meaningful relationships while recognizing their intersecting identities, perspectives, and developmental differences.
8. Ability to design programs and events that are inclusive, promote social consciousness and challenge current institutional, national, global, and sociopolitical systems of oppression.
9. Ability to understand how one is affected by and participates in maintaining systems of oppression, privilege and power.

**III. Course Assignments, Activities, Instructional Strategies, and use of Technology:**

**Assignment Descriptions and Point Values**

**Where I Am From? Creative Writing Assignment: 100 points.** Students will write their descriptions of who they are. This is a creative writing assignment—students may write a poem, song, or any expressive way to relay their journey; the choice is yours. Evidence of introspection, reflection on history/family, consideration of environment/external factors, etc., is crucial. Students may address family, neighborhoods,
disappointment, dreams, history, multilingualism, hopes, strengths, personal characteristics, etc. Students must include at least a few aspects of their education and college experiences. Submissions will not be graded on "creativity" but rather "effort." An effort is apparent, even in something one might consider aesthetically lacking or unpleasing. You do not have to present the paper.

Due: January 29, 2023

Student Affairs Strategic Plan Presentation: 400 points. Develop a Strategic Plan based on the make-up of the student affairs division. You will build off your mission and vision of the institution and the division. Remember, you are building this from the ground up, so you have the autonomy to create a concrete and viable document for the university community. Group presentations of the assigned project must be shared on the Zoom screen during the presentation. All group members must participate in the oral presentation. Presentations must be in a PowerPoint, Prezi, Google Slides, Canva, Slidesgo, or any other template I'm missing. It must also include three relevant questions for the class to consider. This is an individual or group assignment. Please let me know if you would rather work alone.

Some of the questions you will incorporate are:
1. How can diversity, equity and inclusion be used as a change agent in student affairs?
2. List at least three barriers that our students are faced with during their college experience and solutions for them each.

Due: Dates will vary based on groups. Presentations will start on March 27 and end on April 17.

Participation: 100 points Students will participate in class discussions for the weekly case studies assignments. I will provide each of those in the content area of D2L.

TEDx Talk Submission: 400 points. Each student will be able to spread their ideas for the world to hear via TEDx this semester.

TED is a nonprofit organization devoted to Ideas Worth Spreading, usually in the form of short, powerful talks (18 minutes or fewer) delivered by today's leading thinkers and doers. Many of these talks are given at TED's annual Vancouver, British Columbia conference and made available free on TED.com. TED speakers have included Bill Gates, Jane Goodall, Elizabeth Gilbert, Sir Richard Branson, Nandan Nilekani, Philippe Starck, Ngozi Okonjo-Iweala, Sal Khan and Daniel Kahneman.

A TEDx event is a local gathering where live TED-like talks and performances are shared with the community. TEDx events are fully planned and coordinated independently on a community-by-community basis. The content and design of each TEDx event are unique and developed independently, but all of them have features in common.

We will discuss more in-depth during class to decide on a theme and dates for the event.

IV. Evaluation and Assignments: The evaluation of students will be based on total points. No credit will be given for any assignment turned in after the due date stated on the syllabus/D2L unless prior arrangements are made with the professor. Exceptions will be made only for those rare situations that prevent a student from submitting on time. Participation points cannot be "made up."
A standard grading scale is applied in this course. This course will not be graded on a curve; all grades are final.

A = 1000-900  90%-100%
B = 899-800  80%-89%
C = 799-700  70%-79%
D = 699-600  60%-69%
F = 599-400  below 60%

Possible total points  1000 points total

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS/Readings</th>
</tr>
</thead>
</table>
| Week 1 | 1/23 | Syllabus Review  
Part I: Applying Theory to Practice  
Using Cases for Teaching and Learning - Hinton and Grim | Review syllabus, assignments and class expectations  
Introduction and Overview pgs.  
A Tale of Two Policy Violations Pgs. 20-23 |
| Week 2 | 1/30 | Part II: Identity, Environment, and Accessibility  
Audism and Hearing Privilege  
Within Higher Education: A Snapshot into the Lives of Diverse Deaf Communities - Stapleton and Gillon | Introduction and Overview pgs. 27-32  
The Case pgs. 32-43 |
| Week 3 | 2/6 | When Conflicting Needs Require Compromise: A Case Study of Gender-Inclusive Restroom Implementation - Byrd, Mollett, Jarratt, Kilgo, Malvaso and Watt  
Harmless Joke or Racism? Aupperle, Brown, and Yordy | Introduction and Overview pgs. 45-48  
The Case pgs.48-55 |
| | | | Introduction and Overview pgs. 57-60  
The Case pgs. 60-68 |
| Week 4 | 2/13 | Food Need and Food Assistance in College - Dominguez-Whitehead and Hardy | Introduction and Overview pgs. 81-84  
The Case pgs. 84-89 |
| Week 5 | 2/20 | Accessibility or Inclusivity: A Case Exploring Student with Disabilities - French | Introduction and Overview pgs. 91-93  
The Case pgs. 93-99 |
| Week 6 | 2/27 | Part III: Student’s Voices and Engagement  
Real Talk: Minoritized Students Get Real About Racism During a Student Affairs Graduate Program | Introduction and Overview pgs. 103-105  
The Case pgs. 105-112 |
VI. Readings (Recommended)

Selected course readings include but are not limited to the following recommended books. In addition, other readings, such as articles and chapters, may be given throughout the semester.

**Recommended Textbook:**


**ISBN-10:** 1433186020
**Disclaimer:** Although this book does mention CRT, we will NOT engage in the teachings of CRT at any time during the semester.

**Additional Recommended Resources and Readings:**


The APA website provides a free tutorial and additional information about the 7th edition. While completing the tutorial is not required, *it is recommended and encouraged as this format will be used for all written assignments in this course.*

http://www.apa.org


**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes, including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. *

**Therefore, your response is critical!**

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor can view the names of students who complete the survey, all ratings and comments are confidential and anonymous. They will not be available to the instructor until after the final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

**Institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the
documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- **The Code of Student Conduct and Academic Integrity (HOP 04-106)** outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

  Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

  Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original
source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**Other important course-related policies:**

***Other SFA policy information is found in the **Handbook of Operating Procedures (HOP)**

IX: Resources

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - **SFASU Counseling Services** • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - **SFASU Human Services Counseling Clinic** •
    - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub”
    - Location: corner of E. College and Raguet St.
    - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
      - Health Services
      - Counseling Services
      - Student Outreach and Support
      - Food Pantry
      - Wellness Coaching
      - Alcohol and Other Drug Education
    - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
    - 936.468.4008
    - thehub@sfasu.edu
  - **Crisis Resources:**
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
    - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741

X. Other Relevant Course Information: